Innovation Powered by Technology
Model School Grant Opportunity

Timeline

Competitive Grant Information - **Available January 13, 2012**

Innovation Powered by Technology Conference - **Saturday, February 11, 2012 - RIC**

Grant Application Deadline - ~~March 23, 2012~~ **Extended to April 27, 2012**

Award Announcement and School Preparation Work - **Spring 2012**

Intensive Professional Development and Redesign Work - **Summer 2012**

Year 1 - "Launch Year"- **2012/13 School Year**

Year 2 - "Refine Year" - **2013/14 School Year**

Model School
At a glance...

Focus: Support the redesign of a school that uses technology as the catalyst for transformation. Work will involve revising and creating policy at the local level to support digital learning and innovative practices. The model school will serve as a "proof point" site for public education across RI.

Project Funds: $470,000 - E2T2 / Foundations

Award: Funds to support professional development, policy work, 1:1 technology equipment and infrastructure in a model school.

Professional Development:
Intensive Preliminary Work
Ongoing embedded PD

Eligible Entities: Open to all LEAs demonstrating a strong commitment and need.

Deadline: ~~March 23, 2012~~ Extended to April 27, 2012

Contact: Holly Walsh, RIDE
Holly.Walsh@ride.ri.gov

As part of our commitment to exploring opportunities for innovation through virtual learning and other uses of technology, RIDE is pleased to announce a $470,000 grant to support the redesign of a school that will use technology as the catalyst for transformation. Through a competitive-bid process based in part on need, we will award the grant to support a school that demonstrates a strong commitment to innovation powered by technology. All Local Education Agencies (LEAs) are eligible to apply for the grant, which the winning LEA can use to transform a school at any level (elementary, middle, or high school).

The LEAs that apply would propose a school site at which they will create a technology-rich learning environment that fundamentally rethinks and restructures teaching and learning through such initiatives as digital curriculum, gaming, 1:1 computing, virtual-learning environments, expanded learning opportunities, and flexible scheduling. This school would share its lessons learned across schools in the district and it would become a pilot program to help us launch a statewide initiative in innovations powered by technology.

Funding from a separate grant will support documenting and capturing the process a school community will go through as they work to implement redesign strategies and policies. The process will include, but is not limited to, defining the program structure, collaborating with stakeholders, evaluating current conditions and infrastructure, eliminating policy barriers, developing supportive policies, launching, evaluating, adjusting, and reflecting on the project and sharing with others. Through this process, the school community will develop a rich understanding of blended learning models and instructional strategies; curriculum and content options; model lessons and best practices and data driven feedback loops that inform decision making and guide statewide implementation.

RIDE will release a Request For Proposal (RFP) on behalf of the selected school as well as other entities interested in increasing student access to technology. The RFP will solicit an "all-inclusive" vendor solution that will include devices with internet access, wireless infrastructure, technical support and maintenance, and professional development.

Preferred applicants will be those LEAs that have demonstrated a strong commitment to ensuring the necessary conditions to support innovation in the model school.

Program Focus

This grant opportunity supports the redesign of a school that uses technology as a catalyst for transformation. The two year process will include:

- Re-imagining teaching and learning environments including expanding learning opportunities, exploring flexible scheduling for both educators and students, and incorporating various instructional strategies in the technology infused classroom
  (Vision outlined in grant application response; revisited during the initial summer intensive training)

- Designing the school structure to support the innovative approaches to blended learning.
  (Vision outlined in grant application response; revisited during the initial summer intensive training)

- Evaluating current school environment conditions including leadership; curriculum, instruction and learning; school community engagement
  (Included in grant application response; revisited during the initial summer intensive training; reassessed during program implementation)

- Evaluating current school learning environment including student access to expanded learning opportunities; access to online learning opportunities; access to technology; available technology infrastructure
  (Included in grant application response; revisited during the initial summer intensive training; reassessed during program implementation)

- Engaging and collaborating with stakeholders
  (Vision outlined in grant application response; ongoing throughout the process)

- Identifying and eliminating policy barriers by developing high leverage policies and procedures
  (Identified in the grant application response; worked on during the initial summer intensive training; ongoing throughout the process)

- Launching the project
  (SY 2012/13 - Year 1 - "Launch Year"; SY 2013/14 - Year 2 - "Refine Year")

- Evaluating, adjusting and reflecting
  (Vision outlined in grant application response; revisited during the initial summer intensive training; ongoing throughout the grant period)

- Sharing implementation process
  (Vision outlined in grant application response; documented during the initial summer intensive training; ongoing throughout the grant period)

Initial Summer Intensive Planning and Training - Summer 2012

The initial summer intensive training is designed as a focused opportunity for the school community to roll up their sleeves and dive into the visionary work described in the grant application. The **REQUIRED** initial professional development is an **intensive** 60-hour advanced training program for teachers, administrators and school community members which will occur during the summer of 2012. Participants may opt to receive three (3) academic credits from URI for an additional fee. Participants will engage in varying degrees depending on their role in the school community. Teachers and administrators will be required to participate in the full 60 hours training. Other community members will participate in the portions of the training that will best support their role in the school community.

The professional development provider for the required initial summer intensive training component is fully supported through a separate collaborative grant, adding significant value to this award. Teacher stipends are **NOT** covered by either grant award. **NO BUDGET ALLOCATION IS NECESSARY FOR THE INITIAL PROFESSIONAL DEVELOPMENT COMPONENT AND SHOULD <u>NOT</u> BE INCLUDED IN THE PROGRAM TOTAL.**

During the summer sessions, the school community can expect to engage in further development of the program structure and innovative technology instructional strategies. Participants will explore and understand emerging innovative blended

learning models and determine a best fit addressing the diverse needs of the school. Decisions will be made regarding the adoption of digital curricula and a variety of options including building and/or buying and/or borrowing digital content. Teachers will create model lessons and better understand blended learning. Participants will gain experience using data driven feedback loops to inform and personalize instruction through the use of assorted digital tools including but not limited to the school's student information system, RIDE's Instructional Management System, and vendor tools. Participants will utilize social media for increasing communication and collaboration with stakeholders. Participants will develop policies and procedures that ensure more engaged learners. Close examination of local and LEA acceptable use policies, technology plans, contracts, articulation agreements, etc. will illuminate areas in need of updating. Evaluating, adjusting and reflecting on the school's vision, goals, actions and results will become part of the everyday culture and practice of the school community. Participants will examine and adjust metrics used to measure growth and change, tools used for gathering data, and processes and protocols used for making adjustments throughout the process of transformation.

Ongoing Professional Development - Sept. 2012 - August 2014

Technical assistance and consultants will be provided as identified and required to support the innovative approaches to transformation throughout the program period. Anticipated ongoing professional development needs **SHOULD BE included** and budgeted for in the school's application.

Purchase and Installation of Technology Equipment and Infrastructure - Summer 2012

RIDE will release a Request For Proposal (RFP) in January 2012 on behalf of the model school as well as other schools and entities interested in increasing student access to technology. The RFP will solicit an "all inclusive" vendor solution that will include devices with internet access, wireless infrastructure, technical support and maintenance, as well as professional development. Vendor responses to the RFP are anticipated in February 2012, allowing applying schools to incorporate equipment and infrastructure needs with the budget portion of the grant application. Information and updates related to the RFP can be found on the RIDE web site as they become available.

It is anticipated that a significant portion of the budget will accommodate the technology and supports necessary to create a personal digital learning environment for all. The grant favors equipment selection clearly prioritizing one-to-one computing solutions over additional technology equipment. Schools may wish to utilize local funds or other resources to complete the technology equipment configuration.

Evaluating, Adjusting and Reflecting - Summer 2012 - August 2014

Shifting a school community to a personal digital learning environment is a complicated process. There are academic, human resource, technology, financial, policy and political dimensions. To make the shift more doable, affordable and sustainable, most schools will want to break the process up into measurable, bite-sized goals and action steps. Progress toward each goal and action step should be evaluated through identified metrics, continuous reflection, and thoughtful and flexible adjustment. The details of how this recurring process loop might occur should be illustrated in a school's application. The model school will demonstrate progress toward goals through regular meetings with RIDE and follow up reports throughout the program period.

Proof Point Site - Spring 2012 - August 2014

A proof point site is one that 1) documents the change process, 2) develops and implements supportive policy, 3) establishes metrics for evaluation, and 4) articulates lessons learned.

Our expectation is that the award winning school will be engaged in deep cultural change as they implement a new and innovative blended learning environment. Careful documentation of this process will serve as a valuable map for informing state, LEA and local policy, evaluation processes, and articulating lessons learned.

As new ideas begin to integrate into our systems, it is often discovered that existing policies either help or hinder the advancement of progress. It is our expectation that the selected school will carefully examine their policies and leverage those that support, change those that are barriers, and add policy that will advance innovation as necessary. Additionally, the selected school will contribute to the development of state policy.

Improved student achievement, reduced dropout rate, and increased graduation rates are a few indicators that demonstrate an improved learning environment. Instituting significant changes requires careful evaluation of many aspects of that change. Student achievement, faculty preparation, facility needs, and wider community knowledge and understanding are a few aspects that need to be monitored to ensure successful adoption and continuous improvement. The selected school will work with the state and an outside evaluator to identify important metrics for measuring successful growth and change. The outside evaluator is included in the initial summer intensive training grant and therefore does not need to be included in the budget for this grant.

Finally, communication of lessons learned is critical. Before the state seeks additional funding, or other schools emulate and build on what is discovered, the award winning school must be able to effectively articulate their journey through this transformation process.

Eligible Applicants and Fiscal Agents:

An applicant must be an LEA/School. The LEA will serve as the fiscal agent for one school which must be specifically identified as the recipient of the equipment and training. The grant is open to public schools at all levels including elementary, middle and high school.

THE GRANT APPLICATION IS A PRESENTATION OF THE SCHOOL AND LEA COMMITMENT.

This grant requires commitment from the school community including but not limited to teachers, administrators, students, parents, school committee, union leadership and other key stakeholders in each applicant school. Applicants that demonstrate a significant impact of the proposed innovation on the entire school population will be looked upon favorably. Schools/districts may choose to augment this grant in partnership with community-based organizations, businesses, or others.

Proposals must demonstrate that:

- The school community as a whole has agreed to actively participate in the redesign process

- The school community will actively participate in professional development sessions

- The school community is committed and will have the opportunity to report on integration and implementation to a variety of different audiences at the local, state and national level

- The transformational design advances the District Strategic Plan and/or the School Improvement Plan

- The first criteria for equipment selection is to put technology in the hands of the STUDENTS.

How to Apply

Deadline

Friday, ~~March 23, 2012~~ Extended to April 27, 2012 - 4:00 PM

Late applications will not be considered.

Submit

Send a digital PDF of the completed application to:

> modelschoolgrants@ride.ri.gov
>
> Re: Innovation Powered by Technology Grant Application

FAXED APPLICATIONS WILL NOT BE ACCEPTED.

Note: Do not send any additional support materials, tapes, videos, etc. They will not be considered in the evaluating the merits of your proposal.

Scoring

Proposals will be scored as follows:

Project Narrative (60 pts. total) – Described in detail below

- Background (5 pts.)
- Goals (10 pts.)
- Leadership and Capacity (20 pts.)
- Outcomes / Metrics (10 pts.)
- Project Plan / Action Steps (15 pts.)

Budget (25 pts.)

Student Need (20 pts.) – Free/reduced lunch and demonstrated technology need

Innovation Powered by Technology
One-to-One Model School
Grant Application

COVER SHEET

Date Submitted_____

Applicant District:	
Applicant School:	
Address:	
Contact Person(s):	
Job Description(s):	
Phone Number(s):	
Email Address(es):	

Total Amount Requested: $_____

Project Period: May 4, 2012 - August 31, 2014

The provided information and beliefs are to the best of my knowledge accurate as regards to the:

☐ Agreement to participate signatures obtained from the school community

☐ The commitment of equipment to classrooms, and

☐ Attached assurances.

Required Signatures	Signature	Date
Superintendent:		
Principal:		
Technology Director:		
School Committee Chairperson:		
Union President:		
Parent Representative:		

RI Virtual Learning

Project Abstract

(50 words or less)
Provide a summary of the project, objectives and strategies.

Background Information

(1 page maximum)
Provide a narrative description of the school and its community including:
- Location (urban, urban ring, suburban, rural)
- Demographics
- Student information (assessment data, disciplinary action rate; retention rates, dropout rates, graduation rates, etc.)
- Primary strategies used for instruction and assessment
- Parent and community involvement
- Current student technology access (ratio)
- Current configuration of technology (classroom, computer labs, carts on wheels/COWs)
- Technology infrastructure (network, bandwidth, etc.)
- Leadership and capacity (i.e. past major initiative and how school leadership supported successful implementation)

Project Narrative

(6 page maximum; tables and graphics may be included)
Provide clear, concise, but thorough explanations of each of the following items:

Vision

(50 words or less)
Provide a description of the vision you have for the school and how this grant, along with local efforts, will result in meeting this vision.

Program Goals

Provide a description of the measurable program goals relating to but not limited to the following items:
- Learning Environment (schedule, location of learning, instructional strategies, etc.)
- Student achievement and engagement (assessment, disciplinary action, retention, dropout rate, etc.)
- Professional Development
- Technology (devices, infrastructure, bandwidth, etc.)
- Fiscal (effectiveness and efficiencies)
- Policy (district/school level, contract, technology acceptable use policy, technology plan, articulation agreements, etc.)
- Community engagement and communication

Leadership and Capacity

Describe how the school will utilize the educational community including students and parents to support the transformation of the school. Include changes in:
- Leadership (central office / school administration)
- Human capacity (include faculty/staff/collective bargaining unit commitment)
- Roles and responsibilities

Expected Outcomes

Specific and measurable expected outcomes that address stated program goals.

Metrics

Identify metrics used to measure growth and change. Briefly describe the means for gathering and analyzing data.

Anticipated Action Steps

Identify specific known actions to be taken by the district and/or school to achieve stated goals. The action steps will be revisited during the initial summer intensive training, and monitored and revised throughout the project period.

Additional Support and Resources

Identify:
- Additional district and/federal funds directed to the project
- School/district in-kind resources
- Partnerships with organizations and briefly describe the nature of the partnership

Budget Narrative

(4 pages max.; tables and graphics may be included)
Project support including the initial intensive professional development and external project evaluation is provided through a separate grant. Additionally, this separate grant supports documentation of the project implementation process. These supported activities add significant value to the school grant award. These items should NOT be included in the applicant's budget calculations.

Provide a clear, concise, but thorough explanation of how grant funds will be utilized in the transformation of the school during the project period (May 4, 2012 - August 31, 2014).

Include projected costs for:
- Purchased professional & technical services including ongoing professional development and consultants (not to exceed $55,000 for the program period)
- Other purchased services including travel and communication costs (not to exceed $15,000 for the program period)
- Property and equipment including technology devices, infrastructure needs, and digital instructional content (not to exceed $400,000; must be obligated by August 31, 2012. Funds are considered obligated when grantee makes a binding written commitment to acquire the property.)*
- Matching and in-kind funds and resources.

Grant awards are contingent on availability of funding and subject to rules governing federal funds.

***Note:** RIDE will release a Request For Proposal (RFP) in January 2012 on behalf of the model school as well as other schools and entities interested in increasing student access to technology. The RFP will solicit an "all inclusive" vendor solution that will include devices with internet access, wireless infrastructure, technical support and maintenance, as well as professional development. The RFP will cap vendor "all-inclusive solutions at $250/individual. Vendor responses to the RFP are anticipated in February 2012, allowing applying schools to incorporate equipment and infrastructure needs with the budget portion of the grant application. Information and updates related to the RFP can be found on the RIDE web site as they become available.

Budget Tables

Additional rows may be added to the budget tables. Funds are considered obligated when grantee makes a binding written commitment to acquire the property.

FY12 - May 4, 2012 - June 30, 2012

UCOA Expenditure Code	Description of Budgeted Item	Actual Cost	Justification for Expense
53000 - Purchased Professional & Technical Services			
55000 - Other Purchased Services			
57000 - Property and Equipment - (not to exceed $400,000 to be obligated by August 31, 2012.)*			

FY13 - July 1, 2012 - June 30, 2013

UCOA Expenditure Code	Description of Budgeted Item	Actual Cost	Justification for Expense
53000 - Purchased Professional & Technical Services			
55000 - Other Purchased Services			
57000 - Property and Equipment - (not to exceed $400,000 to be obligated by August 31, 2012)*			

FY14 - July 1, 2013 - June 30, 2014

UCOA Expenditure Code	Description of Budgeted Item	Actual Cost	Justification for Expense
53000 - Purchased Professional & Technical Services			
55000 - Other Purchased Services			

Appendix A - Application Checklist

Deadline: **Friday, ~~March 23, 2012~~ Extended to April 27, 2012 - 4:00 PM - Late applications will not be considered.**

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modelschoolgrants@ride.ri.gov

Re: Innovation Powered by Technology Grant Application

FAXED APPLICATIONS WILL NOT BE ACCEPTED.

Do not attach any additional support materials, tapes, videos, etc. They will not be considered in evaluating the merits of proposal.

Do not use binders or any additional cover sheets.

☐ **Cover Sheet**

☐ **Project Abstract** (50 words or less)

☐ **Background Information** (1 page max.)

☐ **Project Narrative** (6 page max.)
- Vision
- Program Goals
- Leadership and Capacity
- Expected Outcomes
- Metrics
- Anticipated Action Steps
- Additional Support and Resources

☐ **Leadership and Capacity Commitment Sheet** (See Appendix B)

☐ **Budget Narrative and Tables** (4 page max.)

☐ **Budget Summary Sheet** (See Appendix C)

- FY12 Tables
- FY13 Tables
- FY14 Tables

☐ **Budget Worksheets** (See Appendix D)

- FY12 Tables
- FY13 Tables
- FY14 Tables

☐ **Signed Assurances** (See Appendix E)

Appendix B - Leadership and Capacity Commitment Sheet

Signatures indicate an individual's commitment to and support of the school's grant application.

Administration:	Name	Signature
Superintendent:		
School Principal:		
Technology Director:		
Special Education Director:		
Department Heads:		
	(Add additional rows to accommodate all stakeholders.)	

The above signatures demonstrate a _____% commitment from the school administration.

Faculty and Staff (Role and Department)	Name	Signature
	(Add additional rows to accommodate all stakeholders.)	

The above signatures demonstrate a _____% commitment from the school faculty and staff.

Other Key Stakeholders	Name	Signature
School Committee:		
Union Leadership:		
SIT Chair:		
Parent Organization:		
Student Representatives: (as appropriate)		
	(Add additional rows to accommodate all stakeholders.)	

The above signatures indicate an individual's commitment to and support of the school's grant application.

Appendix C - Budget Summary Sheet

Budget Summary Tables

Applicant District:	
Applicant School:	

Grant awards are contingent on availability of funding and subject to rules governing funds and reporting requirements. A combination of federal and philanthropic funds will be used to fund the model school. LEAs will be required to submit quarterly and annual final financial expenditure reports to RIDE for the federal funding portion of funds. <u>No extensions will be granted.</u> * 57000 - Property and Equipment items are not to exceed a total of $400,000 and must be obligated by August 31, 2012. Funds are considered obligated when grantee makes a binding written commitment to acquire the property. Separate invoicing to the external funding source will also be required by LEAs and be detailed in the grant award.

FY12 Budget Summary (May 4, 2012 - June 30, 2012)

UCOA Expenditure Code	AMOUNT
Series 53000 Professional and Technical Services	
Series 55000 Other Purchased Services	
Series 57000 Property and Equipment*	
TOTAL AMOUNT REQUESTED:	

FY13 Budget Summary - (July 1, 2012-June 30, 2013)

UCOA Expenditure Code	AMOUNT
Series 53000 Professional and Technical Services	
Series 55000 Other Purchased Services	
Series 57000 Property and Equipment*	
TOTAL AMOUNT REQUESTED:	

FY14 Budget Summary - (July 1, 2013-June 30, 2014)

UCOA Expenditure Code	AMOUNT
Series 53000 Professional and Technical Services	
Series 55000 Other Purchased Services	
TOTAL AMOUNT REQUESTED:	

I herby certify that, I have reviewed the information contained within this proposal and to the best of my knowledge, the information contained within is correct.

Required Signature	Signature	Date
Superintendent:		
Business Manager:		
Principal:		

Appendix D - Budget Worksheets

FY12 Budget Tables *(May 4, 2012 - June 30, 2012)*

Applicant District:	
Applicant School:	

UCOA Expenditure Code: 53000 - Professional and Technical Services

The 53000 UCOA category includes items such as Payments for the purchase of temporary administrative and office personnel; Professional Educational Services such as Diagnosticians, Occupational Therapists and Interpreters; Purchased Training and Professional Development Services; Other Purchased Professional Services such as Legal, Compliance, Physicians; and Other Purchased Services such as Data Processing and Testing. Items such as ongoing professional development and consultants would be included in this table (not to exceed a total of $55,000 for the two year program period).

Professional and Technical Services	Justification	Amount
TOTAL AMOUNT REQUESTED:		

UCOA Expenditure Code: 55000 - Other Purchased Services

The 55000 UCOA category includes items such as Transportation; Insurance; Advertising; Printing; Tuition; Travel; Training and Interagency Services such as services purchased from another school district or educational services agency (collaborative); etc. Items such as ongoing travel and communication costs would be included in this table (not to exceed a total of $15,000 for the two year program period).

Other Purchased Services	Justification	Amount
TOTAL AMOUNT REQUESTED:		

UCOA Expenditure Code: 57000 - Property and Equipment

The 55000 UCOA category includes items such as Land, Buildings, Vehicles, Furniture, **Technology, and Other Equipment**. Items such as technology devices, infrastructure needs, and digital instructional content should be included in this table (not to exceed $400,000; must be obligated by August 31, 2012. Funds are considered obligated when grantee makes a binding written commitment to acquire the property.)*

Property and Equipment	JUSTIFICATION For the budget justification, please indicate how amount was calculated (Ex: Units X $) and purpose of expenditure.	AMOUNT
TOTAL AMOUNT REQUESTED:		

*__Note:__ RIDE will release a Request For Proposal (RFP) in January 2012 on behalf of the model school as well as other schools and entities interested in increasing student access to technology. The RFP will solicit an "all inclusive" vendor solution that will include devices with internet access, wireless infrastructure, technical support and maintenance, as well as professional development. The RFP will cap vendor all-inclusive solutions at $250/individual. Vendor responses to the RFP are anticipated in February 2012, allowing applying schools to incorporate equipment and infrastructure needs with the budget portion of the grant application. Information and updates related to the RFP can be found on the RIDE web site as they become available.

Appendix D - Budget Worksheets (cont.)

FY13 Budget Tables *(July 1, 2012-June 30, 2013)*

Applicant District:	
Applicant School:	

UCOA Expenditure Code: 53000 - Professional and Technical Services

The 53000 UCOA category includes items such as Payments for the purchase of temporary administrative and office personnel; Professional Educational Services such as Diagnosticians, Occupational Therapists and Interpreters; Purchased Training and Professional Development Services; Other Purchased Professional Services such as Legal, Compliance, Physicians; and Other Purchased Services such as Data Processing and Testing. Items such as ongoing professional development and consultants would be included in this table (not to exceed a total of $55,000 for the two year program period).

Professional and Technical Services	Justification	Amount
TOTAL AMOUNT REQUESTED:		

UCOA Expenditure Code: 55000 - Other Purchased Services

The 55000 UCOA category includes items such as Transportation; Insurance; Advertising; Printing; Tuition; Travel; Training and Interagency Services such as services purchased from another school district or educational services agency (collaborative); etc. Items such as ongoing travel and communication costs would be included in this table (not to exceed a total of $15,000 for the two year program period).

Other Purchased Services	Justification	Amount
TOTAL AMOUNT REQUESTED:		

UCOA Expenditure Code: 57000 - Property and Equipment

The 55000 UCOA category includes items such as Land, Buildings, Vehicles, Furniture, **Technology, and Other Equipment**. Items such as technology devices, infrastructure needs, and digital instructional content should be included in this table (not to exceed $400,000; must be obligated by August 31, 2012. Funds are considered obligated when grantee makes a binding written commitment to acquire the property.)*

Property and Equipment	JUSTIFICATION For the budget justification, please indicate how amount was calculated (Ex: Units X $) and purpose of expenditure.	AMOUNT
TOTAL AMOUNT REQUESTED:		

*__Note:__ RIDE will release a Request For Proposal (RFP) in January 2012 on behalf of the model school as well as other schools and entities interested in increasing student access to technology. The RFP will solicit an "all inclusive" vendor solution that will include devices with internet access, wireless infrastructure, technical support and maintenance, as well as professional development. The RFP will cap vendor all-inclusive solutions at $250/individual. Vendor responses to the RFP are anticipated in February 2012, allowing applying schools to incorporate equipment and infrastructure needs with the budget portion of the grant application. Information and updates related to the RFP can be found on the RIDE web site as they become available.

Appendix D - Budget Worksheets (cont.)

FY14 Budget Tables *(July 1, 2013-June 30, 2014)*

Applicant District:	
Applicant School:	

UCOA Expenditure Code: 53000 - Professional and Technical Services

The 53000 UCOA category includes items such as Payments for the purchase of temporary administrative and office personnel; Professional Educational Services such as Diagnosticians, Occupational Therapists and Interpreters; Purchased Training and Professional Development Services; Other Purchased Professional Services such as Legal, Compliance, Physicians; and Other Purchased Services such as Data Processing and Testing. Items such as ongoing professional development and consultants would be included in this table (not to exceed a total of $55,000 for the two year program period).

Professional and Technical Services	Justification	Amount
TOTAL AMOUNT REQUESTED:		

UCOA Expenditure Code: 55000 - Other Purchased Services

The 55000 UCOA category includes items such as Transportation; Insurance; Advertising; Printing; Tuition; Travel; Training and Interagency Services such as services purchased from another school district or educational services agency (collaborative); etc. Items such as ongoing travel and communication costs would be included in this table (not to exceed a total of $15,000 for the two year program period).

Other Purchased Services	Justification	Amount
TOTAL AMOUNT REQUESTED:		

Appendix E

Grant Assurances

General Assurances

In accordance with Section 14306(a) of ESEA, the LEA assures the Rhode Island Department of Education that this single set of assurances applicable to each program for which a plan is submitted provides that:

a) program funds will be used only to supplement and, to the extent practical, increase the level of funds that would, in the absence of the Federal funds, be made available from non-Federal (State and local) sources for the education of participating students. In no case, may an LEA use Federal program funds to supplant funds from non-Federal sources;

b) unless and until these requirements are waived, the applicant will continue to comply with all operational requirements of each program. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

c) (1) the control of funds provided under each covered program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, if the law authorizing the program provides for assistance to such entities; and

    (2)   the public agency, nonprofit private agency, institution or organization will administer such funds and property to the extent required by the authorizing statues;

d) the applicant will adopt and use proper methods of administering each such program including:

    (1)   the enforcement of any obligations imposed by law on agencies, institutions, organizations and recipients responsible for carrying out each program; and

    (2)   the correction of deficiencies in program operations that are identified through audits, monitoring or evaluation;

e) the applicant will cooperate in carrying out any evaluations of each program conducted by or for the State Educational Agency, the Secretary of Education, or other Federal officials;

f) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting or, Federal funds paid to such applicant under each such program;

g) the applicant will:

    (1)   make reports to the State Educational Agency and the Secretary of Education as may be necessary to enable such agency and the Secretary to perform their duties under each such program;

    (2)   maintain such records, provide such information, and afford access to the records as the SEA or the Secretary may find necessary to carry out the SEA's or the Secretary's duties; and

h) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.

CIVIL RIGHTS ASSURANCES

All recipients of assistance under this grant shall comply with the following Federal and State civil rights statutes and regulations:

(a)   42 USC, Sections 1981 and 1983 (…acts prohibited on the basis of race);

(b)   Title VI and VII of the Civil Rights Act of 1964 (…acts prohibited on the basis of race, color, religion, sex, or national origin);

(c)   Title IX of the Education Amendments of 1972, as amended, 20 United States Code 1681 et. Seq. (acts prohibited on the basis of sex);

(d)   42 USC, Section 1601 et eq. (…acts prohibited on the basis of age);

(e) Section 504 of the Rehabilitation Act of 1973, as amended, 20 USC 794 (...acts prohibited on the basis of handicap);

(f) 24 USC, Section 12100 et seq. [The Americans with Disabilities Act] (...acts prohibited on the basis of disability);

(g) Section 16-38-1 of the R.I. General Laws, as amended (discrimination because of race or age);

(h) Section 16-38-1.1 of the Rhode Island General Laws, as amended (discrimination because of sex);

(i) Chapter 42-87 of the R.I. General Laws, as amended (Civil Rights of Individuals with Handicaps);

(j) Sections 28-5.1-13 and 28-5.1-14 of the Rhode Island General Laws, as amended (Private education institutions - compliance with state policy of non-discrimination and affirmative action).

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirement stated at Section 85.110.

Certification:

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Required Signature	Signature	Date
Superintendent:		
Principal:		

Appendix F - Resources

Research, Reports and Resources

- Cracking the Code: Synchronizing Policy and Practice for Performance-Based Learning - http://www.inacol.org/research/competency/index.phpThe Digital Learning Imperative: How Technology and Teaching Meet Today's Education Challenges - http://www.all4ed.org/files/DigitalLearningImperative.pdf
- Clearing the Path: Creating Innovation Space for Serving Over-age, Under-credited Students in Competency-based Pathways - http://www.inacol.org/research/competency/index.php Digital Learning Now - http://digitallearningnow.com/
- Digital Learning Day - http://www.digitallearningday.org/
- Education Technology Market Map from New Schools Venture Fund (curriculum, instructional systems, data systems, talent management) - http://www.newschools.org/entrepreneurs/edtechmap
- An Exploration of At-Risk Learners and Online Education - http://www.inacol.org/research/docs/iNACOL_AtRiskStudentOnlineResearch.pdf
- Going Virtual! 2010 - The Status of Professional Development and Unique Needs of K-12 Online Teachers - http://edtech.boisestate.edu/goingvirtual/goingvirtual3.pdf
- It's Not a Matter of Time: Highlights from the 2011 Competency-Based Learning Summit - http://www.inacol.org/research/competency/index.php
- Keeping Pace With K-12 Online Learning - http://kpk12.com/reports/
- Maine RFP: Maine Learning Technology Wireless Classroom Solution - http://maine.gov/mlti/about/history.shtml
- Online Learning Definitions Project (iNACOL) - http://www.inacol.org/research/docs/iNACOL_DefinitionsProject.pdf
- The Rise of K-12 Blended Learning: Profiles of Emerging Models - http://www.innosightinstitute.org/innosight/wp-content/uploads/2011/05/The-Rise-of-K-12-Blended-Learning.pdf
- When Success is the Only Option: Designing Competency-Based Pathways for Next Generation Learning - http://www.inacol.org/research/competency/index.php
- Virtual K-12 Public School Programs and Students with Disabilities: Issues and Recommendations - http://www.projectforum.org/docs/VirtualK-12PublicSchoolProgramsandSwD-IssuesandRecommendations.pdf

Standards

- International Society for Technology in Education (ISTE) Standards - http://www.iste.org/standards.aspx
- iNACOL National Standards for Quality Online Courses, Teaching and Programs - http://www.inacol.org/research/nationalstandards/index.php

Innovation Powered by Technology Guest Conference Speakers

- **Anthony Kim,** Founder and CEO of Education Elements - http://www.edelements.com/
- **Michael Horn,** Executive Director of Education at Innosights Institute and co-author of Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns - http://www.innosightinstitute.org/
- **Jeff Mao,** Learning Technology Policy Director for the Maine Department of Education and the Maine Learning Technology Initiative - http://maine.gov/mlti/index.shtml

- **Allison Powell,** Vice President for State and District Services of the International Association for K-12 Online Learning (iNACOL) - http://www.inacol.org/
- **Tom Vander Ark,** Author of Getting Smart: How Digital Learning is Changing the World - http://gettingsmart.com/
- **Bob Wise,** President of Alliance for Excellent Education and former governor of West Virginia - http://www.all4ed.org/

Books

- **<u>Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns</u>** by Clayton Christensen, Michael Horn and Curtis Johnson - http://www.claytonchristensen.com/#book_disrupting
- **<u>Getting Smart: How Digital Learning is Changing the World</u>** by Tom Vander Ark - http://gettingsmart.com/book/
- **<u>Inevitable Mass Customized Learning - Learning in the Age of Empowerment</u>** by Charles Schwahn and Beatrice McGarvey - http://masscustomizedlearning.com/